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ABSTRACT

This is one of a series which focuses on contemporary issues in student personnel work. Intended for use by counseling practitioners to aid in the development of programs and attitudes, this monograph discusses drug abuse through the exploration of: (1) models of practice; (2) some generalizations; (3) suggested courses of action; and (4) methods of implementation. An extensive list of references, many of them annotated, is included. (CJ)

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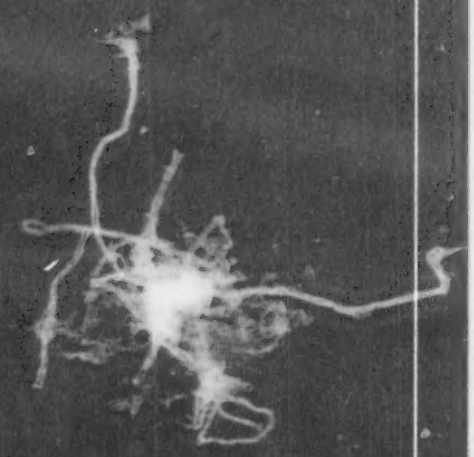
PERSONNEL SERVICES REVIEW

SERIES 5

Contemporary Issues In Student Personnel Work

PROGRAMS ON DRUG USE AND ABUSE



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PERSONNEL SERVICES REVIEW

Series 5
Contemporary Issues in Student Personnel Work

Programs on Drug Use and Abuse

Nancy E. Sloan

November 1970

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ERIC Counseling and Personnel Services Information Center
The University of Michigan
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FORWARD

The Personnel Services Review is an ongoing publication series which has been developed by CAPS to inform personnel workers about new developments in a number of personnel services areas. There will be several different series of the Personnel Services Review. Each series will focus on a broad area of personnel work practice. Within each series there will be a number of specific issues (varying from five to ten depending on the series). Each of these issues will concentrate on a specific practice, procedure or method. The goal of these publications is to enable the reader to: (1) become aware of a practice, procedure or method; (2) learn about the ways in which this practice has been applied by others; (3) understand the underlying theory behind the practice; (4) consider possible applications of the practice in a variety of settings; and (5) consider ways that the practice might be implemented in his own personnel work program.

This particular Personnel Services Review Series is entitled, "Contemporary Issues in Student Personnel Work." Each individual paper in the series will focus on a particular issue in contemporary society and relate it to the work of student and pupil personnel practitioners. The use of similar programs and practices by student and pupil personnel workers will be projected, with particular attention given to the implementation and impact of such programs in a variety of situations. The series is intended to be used by counseling practitioners to aid in the development of programs and attitudes which deal with the constantly-emerging issues in society.

PROGRAMS ON DRUG USE AND ABUSE

The use of drugs and the effect of drugs on the user has become a prominent subject of interest for parents, students, and educators. Educational and preventive programs on drugs have been started in many communities. However, there are many possible approaches to use, and no data exists to indicate what is the most successful approach. There is controversy over the ability of these special programs to arouse more curiosity in students — acting as catalysts to drug experimentation rather than as preventatives. On the other hand, counselors and other student personnel workers at all levels are being confronted with more drug-related problems among students. Such problems are not easily handled because of the unresolved questions surrounding legal and professional responsibilities, the lack of adequate, accurate information, the lack of resources for individual referrals, the varying interpretations of the causes of drug abuse, and an absence of institutional delineation of pressures upon schools to accept the responsibility of drug education.

MODELS OF PRACTICE

The following programs have been selected as representative of the various approaches to drug education now in existence.

Fort Bragg, California

Awareness House in Fort Bragg, California, is a funded project under the Education Professions Development Act now training ex-addicts to work as drug specialist counselor-aides in schools and communities. The program also offers consulting services to schools and communities interested in developing programs. Awareness House began in 1968 when a high school counselor recognized a serious drug problem in the community. Two ex-addicts were hired as counselor aides. A drop-in center which offered various activities aimed at prevention of drug abuse in junior high and high school youngsters was established in the community. The center continues to provide the following services (Laing, 1970):

a. Group meeting of users and non-users with counselor-aides to improve communication and understanding
b. Counseling for parents who face family drug abuse problems
c. Referral agency for local physicians and others who are aware of individual drug abuse
d. Education to young people and others on drug abuse

Further information on the program is available from H. Bryce Brooks, P.O. Box 515, Fort Bragg, California 95437.

University of Chicago Laboratory School

During the 1968-69 school year a voluntary non-credit course was offered to interested high school students entitled, "Drugs, Society, and Self." The course was organized with a variety of materials, speakers, and visits outside the school. The class was restricted to a small group (20 students) and conducted on a seminar basis three times weekly during the 50-minute lunch hour. Two instructors taught the course. A science teacher presented factual material on the physiological and sociological aspects of drugs during the first five weeks. The director of guidance led the study of the psychological and legal aspects of drugs during the last six weeks of the course.

A pre-test was given to enrolled students

at the first class meeting to ascertain their factual knowledge about drug attitudes. This test was also administered at the final meeting as a part of the evaluation. Among the conclusions made at the end of the course were:

a. The range of students was too great when ninth through twelfth grades were included.
b. Units and topics of discussion should come from the group and not from the teacher.
c. Discussions about drug abuses must be based upon knowledge of the physiological and psychological effects of drugs. Such information should be part of the regular school curriculum for all students.
d. A change in adult group leader in the middle of the class proved unfeasible because it was difficult for him to reestablish the rapport and intimacy of the group.
e. The most informative and rewarding experience for the group was the opportunity to talk with former drug addicts their own age at a local drug rehabilitation center (Laing, 1970).

Further information on this program and others at the University of Chicago Laboratory School are available from Mr. Murray Hozinsky, Science Department, University High, 1362 East 59th Street, Chicago, Illinois 60637.

Coronado, California

A Title III Project has been funded which involves students in the development, operation, and evaluation of a program. The program seeks to discover why teenagers use drugs, as well as methods of educating on drug use. Development of the first two phases of the program is now underway. The staff is working with outside consultants, and junior and senior high students are discussing the program in organized groups. These phases involve research and study on the current drug situation and the teen and subteen cultures. For example, one student group is compiling a dictionary of regional terms and colloquialisms, while another group is discussing the effects and kinds of drugs being used by local students. In the third phase of the project, a pilot program will be developed which will extend from kindergarten through twelfth grade and involve various curricular and extra curricular programs (Jordan, 1968). Further information is available from Herbert Brayer, Coronado Public Schools, Coronado, California.

New York State

The Narcotic Addiction Control Commission (NACC) recently established by the New York State Legislature is supporting local education programs as well as treatment and rehabilitation centers. The Commission has movies, tape recordings, consultants, and many other educational materials available without charge to schools and communities for drug education. Local sponsorship of educational programs is encouraged with supporting services available from NACC, Executive Park South, Albany, New York 12203.

Temple University, Philadelphia

Temple University held a one-day retreat on drug abuse for 150 students and staff. Participants were invited from the following areas: officers of student organizations, dormitory residence staff, freshman orientation leaders, instructors in psychology and sociology and others in related areas. The retreat participants rotated through five different workshops of one hour each. The workshops were designed to present information and discussions on various aspects of drug abuse and to offer University assistance in bringing programs to groups of students and classrooms. The retreat was evaluated on information gain and attitude changes of participants. The evaluation and followup showed significant information gains and attitude changes. It also showed that participants disseminated information to others on campus. The success of the program led to the establishment of a Drug Education Activities Project to serve as a resource center for those interested in developing drug education programs, for those seeking professional help for students with drug problems, and for on-going research on prevention techniques (Swisher and Horman, 1968).

Westfield, New Jersey

A comprehensive program was initiated through a large meeting of parents and community members invited by the Board of Education and school administrators. Committies of teachers, parents, students, and other community members were each assigned one aspect of the drug abuse problem and asked to make recommendations for dealing with it. Curriculum committees are now writing a drug education program which will emphasize facts in the lower grades, and attitudes on the secondary level. A series of weekly meetings for parents and students has given the generations an opportunity to confront each other on opinions and attitudes. These group meetings have also provided feedback on ways to approach the drug problem (Miller, 1970).

Do It Now Foundation

A non-profit organization, Do It Now offers resources and training programs for school districts who wish to establish drug

education programs. The foundation is staffed by young ex-users who use the language and music of students for the drug message. Recently, they set up a program for the Paramount, California, school district which included films, assemblies, encounter groups, training for students, parents, and teachers, and group counseling. More information on the foundation and their available services may be obtained from Do It Now Foundation, P.O. Box 3573, Hollywood, California 90028.

GENERALIZATIONS

1. Drug education is needed in early years, later elementary, junior high, and high school levels.

2. Teachers and counselors must have accurate information and knowledge before talking to students.

3. Adults need to understand and be familiar with the language of the drug culture, especially local colloquialisms.

4. Cooperation with community agencies is necessary.

5. Educational institutions need to establish a clear, publicized policy on drug use. Faculty and students must be aware of how offenses can and will be handled.

6. Educators must recognize and respect peer group influences and student attitudes on drugs through student involvement in program planning.

7. The success of a given program depends on the age, source, attitudes, and drug familiarity of the students.

8. Ex-addicts used as authorities and aides in programs may prove more credible and reach students more effectively than other authorities.

9. Since much information is available on drug use and abuse, it needs to be screened and selected carefully as to accuracy, pertinence, and appeal to audience.

10. Feedback and evaluation of a technique or program is necessary to determine if students are being affected. Little evaluation has been conducted on existing programs.

11. A survey of student attitude, knowledge, and drug usage is necessary before attempting to get goals or devise program techniques.

12. The issues to be considered in the program must be clear and delineated, or all the larger social issues, of which drug usage is a part, can cloud the goals of the program (Nowlis, p.68).

13. The counselor, teacher, or program leader must assess his own attitudes and motivations so his position is clear (Nowlis, p.68).

14. Educational institutions must consider what alternatives in experience, self-insight, emotional growth, and development of interpersonal relationships can be offered to the drug user or experimenter (Cohen, 1969).

ACTION POSSIBILITIES

Louise Richards (1969) has described seven approaches to drug education which are in common use. Many programs use combinations of these depending on the audience and goals of the program.

1. <u>"Scare Tactics"</u> which use pamphlets, films or case histories showing the hazards of taking drugs is one approach. This approach tends to be rejected by students. Most react with the attitude that it can't happen to them. This approach may influence the young students or those who can relate it to actual experience. It is often used in combination with other information programs.

2. <u>Lectures, films, and panels</u> which present either one or two-sided arguments about drug use. This is basically an information giving approach which assumes that the decision to use or not to use drugs will be influenced by having accurate information. Such programs appeal to those who want arguments about usage. Panels or films which present two-sides of the problem are much more acceptable to older students than those which present only one side.

3. <u>Use of professional authorities</u> to present information is a common approach. These authorities may be doctors, lawyers, police, or pharmacists. More and more, the ex-addict is being used as an authority who students accept as giving relevant information. Any authority needs to be chosen with care so that his information is accurate and his presentation will appeal to the selected audience.

4. Giving increased status and responsibility to individuals in order to motivate learning is another approach. This approach assumes that students will learn more when they have a responsibility to convey information to an audience. Also involvement of students helps to insure the degree of relevance which the programs will have for all students. Often students can suggest the types of information which are needed in programs and help develop methods of communicating which are understandable and relevant to other students. Student involvement in planning and operation of the program, as in Coronado, California, is one example of this approach.

5. Presentation of information through an existing curriculum is another commonly used approach. In this method, drug information is presented through the logical structure of the curriculum, possibly in health education sequences as advocated by many educators. Curriculum packages and guides are available for use in this type of program from a number of sources (noted in the bibliography) and many school districts are presently compiling their own materials.

6. Encounter or sensitivity groups are being tried by a number of schools and other institutions. Such approaches move beyond the information giving approach by offering an opportunity for the exploration of feelings and attitudes by both users and non-users. This approach is currently being used for both prevention and rehabilitation. An important requirement of such an approach is specially trained leadership and careful planning.

7. The entertainment technique is a relatively new approach. Through dramatics, comedy or other ways of looking at drugs and the drug subcultures, information and attitudes may be conveyed which can be considered in the decision-making process. "The Underground Bird" by Rose L. Schiller is a play which can be performed by amateur groups of high school students and is illustration of this entertainment technique.

IMPLEMENTATION

As the individual or institution looks at the drug abuse problem and considers program possibilities, he is faced with a myriad of materials and approaches. The following steps are suggested as guidelines to consider in program development:

1. Goals. The policy of the institution and the goals of the program need to be clearly established and articulated to all concerned before any program begins. A program with the goal of providing information on legal and physiological aspects of drug use will differ from a program designed to deal with the attitudes of users and non-users of drugs.

2. Program Design. An effective program requires much time in planning and coordination and may only be successful with wide community support and involvement. Resources and consulting services are available to help in planning programs with an emphasis upon tailoring programs to meet the needs of the local community and student body.

3. Staffing. All adults or students who will be working in the program need accurate information on drugs and the ramifications of drug dependence. They also need to consider their own values and biases and how these will affect their work in the program.

4. Program Initiation. An anonymous survey of students is suggested as one way of gaining an understanding of the information, attitudes, and drug involvement of the local student population. Funding is also a necessary consideration in program initiation. Financial support may be obtained through community organizations, state programs, or federal assistance. There is presently a bill in the U.S. Senate which, if approved, would provide "funds for the development, testing, and dissemination of school curricula and the education of teachers and parents about drug problems" (Miller, 1970, p.24).

5. Evaluation. On-going evaluation of all aspects of the program is the only way to be assured that students are being reached and responding in accordance with the goals of the program.

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Bland, Hester Beth. PROBLEMS RELATED TO TEACHING ABOUT DRUGS. Journal of School Health, 1969, 39(2), 117-119.
Suggestions include drug education in the regular course of study, e.g., health, biology, and social studies.

Bloland, Paul A., and Nowak, Daniel B. STUDENT DRUG USE: AN INFORMAL SURVEY OF INSTITUTIONAL POLICIES AND PRACTICES, SUMMER, 1967. Los Angeles: University of Southern California, 1967. (ED 031 166 MF-$0.25 HC-$0.35)
An informal survey of colleges and universities was conducted in the summer of 1967 to ascertain what positions they had taken with regard to the use of drugs by students.

Blayer, Herbert O. DRUG ABUSE — A SCHOOL DISASTER AND A PROBLEM FOR GUIDANCE. Washington, D.C.: American Personnel and Guidance Association, 1969. (ED 030 930 MF-$0.25 HC-$0.70)
The first part of this paper is concerned with a plan for working with the secondary school student who has been "busted". The six roles and functions of counselors organized by Dr. Harold Richardson have been redefined specifically for counselors with the above problem.

Cassel, Russell N. DRUG ABUSE EDUCATION. North Quincey, Mass.: Christopher Publishing Co., 1970.

Cohen, Allan Y. PSYCHEDELIC DRUGS AND THE STUDENT: EDUCATIONAL STRATEGIES. College Student Personnel, 1969, 10(2), 96-101.
In this paper the author suggests a structured model for drug education and attitude change for students in colleges, universities, and secondary schools. He outlines some principles which can form the core of an education approach to the growing problem of psychedelic drug misuse.

Cwalina, Gustav E. DRUG USE ON HIGH SCHOOL AND COLLEGE CAMPUSES. The Journal of School Health, 1968, 38(1), 638-646.
Since the causative factors in drug abuse are varied, education must be a conglomerate of activities. Since the educational process should involve factual information, values, attitudes, behavior and other factors more than one agency, group or individual must be involved in the process.

Demos, George E. COUNSELING WITH THE DRUG ABUSER. Long Beach: California State College, 1969. (ED 032 569 MF-$0.25 HC-$0.50)
In search for a more effective method of working with drug abusers, twelve questions were devised. These are self-evaluative and directed at the counselor.

Eeels, Kenneth. MARIJUANA AND LSD: A SURVEY OF ONE COLLEGE CAMPUS. Journal of Counseling Psychology, 1968, 15(5), Part I, 459-467.
Special procedures were utilized to achieve a 90 percent return of an anonymous questionnaire dealing with the extent and use of marijuana and LSD by college students, and with attitudes of the students toward these drugs.

Grunberg, Eleanor; and Others. HOW WE DO IT. PREVENTING DRUG ABUSE A GRADUATE NARCOTICS INSTITUTE FOR TEACHERS. Journal of School Health, 1969, 39(2), 113-115.

Johnson, Frank K., and Westman, Jack C. THE TEENAGER AND DRUG ABUSE. The Journal of School Health, 1968, 38(10), 646-654.
Most teenagers, and parents, are inadequately informed about drugs and respond positively to an open, educationally oriented approach that respects their right to have access to important knowledge and their ability to appropriately handle this knowledge.

Jordan, Clifford W. A DRUG ABUSE PROJECT. The Journal of School Health, 1968, 38(10), 692-695.
Two major factors regarding the development of an educational program to relieve the drug abuse program are: (1) to involve students in the development, operation, and evaluation of the program; and (2) to find means and methods of discovering why some teenagers use drugs as well as the means and methods of educating teenagers concerning drug use.

Laing, James M. DRUG EDUCATION — USE AND ABUSE: A RESOURCE BULLETIN. California: Contra Costa County Department of Education, PACE Center, 1970.

Nowalk, Dorothy. INNOVATION IN DRUG EDUCATION. The Journal of School Health, 1969, 39(4), 236-241.

Project in drug education was to help the students make rational and sound decisions about drugs. The objectives included providing accurate information and presenting a variety of views about drugs, drug use, drug users and their reactions to drugs.

McCage, Oliver Le Roy. AN EMPIRICAL INVESTIGATION OF THE EFFECTS OF CHEMICALLY (LSD-25)-INDUCED "PSYCHEDELIC EXPERIENCES" ON SELECTED MEASURES OF PERSONALITY, AND THEIR IMPLICATIONS FOR THERAPEUTIC COUNSELING THEORY AND PRACTICE. (Doctoral dissertation, The Catholic University of America) Ann Arbor, Mich.: University Microfilms, 1968. No. 69-8881.

Psychedelic therapy, as practiced in the present study, is a safe and effective short-term technique to accomplish goals consistent with general psychotherapeutic practice and warrents inclusion in the therapeutic counseling armamentarium.

Miller, Theodore J. DRUG ABUSE: SCHOOLS FIND SOME ANSWERS. School Management, 1970, 14(4), 22-28.

Rand, Martin E.; Hammond, J. David; and Moscou, Patricia. A SURVEY OF DRUG USE AT ITHACA COLLEGE. The Journal of the American College Health Association, 1968, 17(1), 43-51.

Survey of students shows drug use begins before college. Education is needed earlier.

Richards, Louise G. GOVERNMENT PROGRAMS AND PSYCHOLOGICAL PRINCIPLES IN DRUG EDUCATION. Washington, D.C.: American Psychological Association, 1969. (CG 004 634 MF-$0.25 HC-$1.35)

Smith, Mickey C.; Mikeal, Robert L.; and Taylor, N.M. DRUGS IN THE HEALTH CURRICULUM: A NEEDED AREA. Journal of School Health, 1969, 39(5), 331-337.

As a start toward determining the instructional needs about drugs, authors conducted a survey of state departments of education in an effort to determine something about their approach to health education.

Swisher, John D., and Horman, Richard E. EVALUATION OF TEMPLE UNIVERSITY'S DRUG ABUSE PREVENTION PROGRAM. Philadelphia: Temple University, 1968. (ED 032 570 MF-$0.50 HC-$3.65)

Temple University's concern for the problem of drug abuse culminated in a Retreat on the Hazards of Drug Abuse.

Vincent, Raymond Julian. INVESTIGATION OF ATTITUDES OF EIGHTH, TENTH AND TWELFTH GRADE STUDENTS TOWARD SMOKING MARIHUANA. (Doctoral dissertation, Southern Illinois University) Ann Arbor, Mich.: University Microfilms, 1968. No. 69-6315.

Purposes of the study were to construct an instrument with which to conduct attitude measurements and to employ the instrument in school situations.

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